

Teaching and Teacher Preparation, the Past, Present and Future Prospects in Nigeria

Dr. O. A. Orenuga & Mrs. O. O. Awe

Abstract

Teaching profession is one of the oldest professions in Nigeria. Historically, the existence of teaching could be traced back to the colonial era, through the pre-independence, post-independence period and the present time. These periods had witnessed many challenges and efforts have been made by the Government and all educational stakeholders to improve the teaching profession and the aspect of teacher education. The presenters examined the concepts of teaching and teacher preparation. One hundred and fifty (150) respondents comprising of three (3) categories of student teachers, fifty (50) from each group viz: Post-Graduate Diploma in Education (PDE), final year students of Degree and final year students of NCE level of Federal College of Education, Osiele, Abeokuta were involved. The questionnaire focused on some vital issues affecting the teaching profession and teacher preparation. Using percentages to analyse the data, the study revealed that the Government and other educational stakeholders have to put more efforts in place to improve teaching as a profession. There is a need to expose our student teachers to the usage of modern/technological teaching gadgets and methodologies. Overcrowded lecture halls should be guided against for effective teaching-learning to take place in our higher institutions.

Keywords: *Teaching, Teacher Preparation, The Past, Present, Future Prospects.*

Introduction

Teaching is one of the oldest professions in Nigeria. Every nation strives towards the provision of quality education for its citizens. In the words of Akindutire and Ekundayo (2012), achieving quality education would be a mirage if teacher education is not in good shape. Our teachers have to be academically sound. Orenuga (2009) stressed that teachers impart the three domains of learning, the cognitive, affective and psychomotor on learners in the schools and also remediate the inadequacies exhibited by learners.

On the other hand, teacher preparation involves the teacher trainees. They are the teacher professionals in the making. The teaching profession like other professions (medicine, law etc.) needs to impart some ethics, knowledge, values and virtues on their students so as to become qualified teachers. This is very important so that when they eventually find themselves in the classrooms, their job performances and commitment would have been well established.

The Past of Teaching and Teacher Preparation in Nigeria

Historically, the antecedent of teaching and teacher preparation in Nigeria could be traced back to the colonial era through the pre-independence and post-independence. Fafunwa (2004) explained that early missionary activities witnessed the establishment of the first known school in Badagry, Lagos in 1843 by Mr. and Mrs. deGraft from Methodist Mission. The Christian Missionary Society (CMS) had remarkable impact in establishing early Christian Schools with the earliest teachers. In August, 1846, Samuel Ajayi Crowther, Reverend and Mrs. Townsend and others proceeded to Abeokuta to establish missions and early schools. The first teacher-training college was established by the Church Missionary Society (CMS) in Abeokuta in 1859 and was known as the "training

institution "which was moved to Lagos in 1867 and finally moved to Oyo to become St. Andrew's College, Oyo.

Osokoya (1987) discussed that part of the objective of the missionary education was to produce serviceable subordinates in 1921. Teaching profession was faced with many challenges as at this period. Schools were financially operated by voluntary donations which were inadequate, curriculum was foreign based on British ideas, obsolete textbooks were in vogue and lecture method of teaching started.

Fafunwa (2004) buttressed the point on early educational activities in Nigeria. Regionalization policy covered the three (3) regions viz: the Old Western, Eastern and Northern Regions. An unprecedented Universal, Free Primary Education (UPE) started in the Old Western Region in January, 1955. The Old Eastern Region followed the free primary education in 1957. It resulted to massive employment of teachers. Due to increase of pupils' enrolment, there was lack of trained teachers. Shortage of school amenities and resources affected the teaching profession. By 1958, many teachers were sacked and many schools were closed down due to lack of funds.

Some Commissions were set up to check the adequacies or otherwise of teacher education in Nigeria. Dike's Committee was set up by the Eastern Region in 1958 and Banjo's Commission in early 1960's. Their findings recommended the gradual elimination of untrained teachers from the schools, improvement of teachers' conditions of service, reduction of classes to forty pupils per class, writing of textbooks by Nigerians and school libraries were regarded as essentials.

Teaching Profession in the Post-Independence Period in Nigeria

The most remarkable major landmark in the educational sector was the National Curriculum Conference held in Lagos in September, 1969. It ushered in the New National Policy on Education with a new dimension of teacher education with Government's policy statement. Osokoya (1987) discussed that its actualization came into limelight in March 1977. The document was revised in 1981, 2004, 2008 and 2013 respectively.

The Teacher Education was defined as follows:

- (a) to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- (b) to encourage further the spirit of enquiry and creativity of teachers;
- (c) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- (d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;
- (e) to enhance teachers' commitment to the teaching profession.

It also stated that all teachers in our educational institutions, from pre-primary to university will be professionally trained.

Source: NPE (2004 revised).

The Study

This study was carried out to elicit responses from some student teachers in three (3) categories at Federal College of Education, Osiele, Abeokuta, Ogun State, Nigeria. It focused on some vital issues affecting teaching and teacher preparation in our higher institutions.

The three categories comprised of:

- (i) The Post-Graduate Diploma in Education (PDE) students.
- (ii) The Final Year Degree Students (University of Ibadan Affiliated with Federal College of Education, Abeokuta).
- (iii) The Final Year NCE Students.

Statement of the Problem

Based on the antecedents of the teaching profession already discussed, this study sought to find out the prevailing circumstances or challenges still affecting the teaching profession till this present moment among our teacher trainees.

Population

All teacher trainees at the Federal College of Education, Osiele, Abeokuta.

Sample and Sampling Techniques

The sample choice was based on stratification of the student teachers.

A sample of one hundred and fifty (150) teacher trainees was selected using simple random sampling techniques. Selections were made from three (3) categories.

- (i) Fifty (50) Post Graduate Diploma Students.
- (ii) Fifty (50) Final Year Degree Students
- (iii) Fifty (50) Final Year NCE Students.

Research Design and Instrument

The study is a descriptive research design of the survey type. The instrument used was a questionnaire tagged "TPQ " "Teacher Preparation Questionnaire ". It sought the opinions of the teacher trainees on some vital issues affecting teaching as a profession. Percentages were used to analyze the data.

Validity and Reliability of the Instrument

Experts in Test and Measurement ascertained the face and content validity of the instrument.

Administration of the Instrument

The administration of the questionnaire was done by the Researchers and assisted by a Research Assistant.

Results and Discussion

Table 1

Item 1: Teachers curriculum should be prepared by teacher educators for autonomy in the profession.

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	50 (100%)	48 (96%)	48 (96%)
Disagreed	-	02 (4%)	02 (4%)

This study showed that 100% of PDE students, 96% of Degree final year students and 96% of NCE final year students responded that teachers ' curriculum should be prepared by teachers ' educators for autonomy to be upheld in the teaching profession. It lends credence to the assertion of

Bamisaie (1999) that autonomy refers to self-governing, self-directing, freedom and liberation needed in the teaching profession, so as to reduce the inconsistencies and ambiguity affecting the teachers.

Table 2

Item 2: Library facilities are essentials for student teachers

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	50 (100%)	47 (94%)	44 (88%)
Disagreed	-	03 (6%)	06 (12%)

All the PDE student teachers (100%) responded positively to the necessity of library facilities with 94% and 88% responses respectively by Degree and NCE final year students. Positively to this new, innovative development in the teaching-learning process in schools, Orenuga (2009) stressed the fact that social change is inevitable and teachers should be the agents of positive change to make use of library facilities.

Table 3

Item 3: Adequate lecture rooms are available for student teachers in my institution

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	26 (52%)	18 (36%)	44 (88%)
Disagreed	24 (48%)	32 (64%)	06 (12%)

The responses of the PDE showed 52% that the facilities were averagely adequate while the remaining 48% disagreed. On the other hand, 36% of the responses of the Degree students agreed with the item while 64% disagreed. The NCE students were more contented with the adequacy of their lecture rooms with (88%) responses. Orenuga and Onabanjo (2005) commented that there should be adequate buildings and well ventilated classrooms for the training of teachers and for the learning environment to be conducive.

Table 4

Items 4 and 5: Our lecturers attend to their lectures punctually and regularly

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	44 (88%)	38 (76%)	43 (86%)
Disagreed	06 (12 %)	12 (24%)	07 (14%)

The findings revealed that in all the three categories of the student teachers, it was acclaimed that their lecturers were committed to their jobs by attending to classes punctually and regularly with 88%, 76% and 86% respectively by the PDE, Degree and NCE teacher trainees. Bamisaie (1999) asserted that the skill of teaching requires commitment and dissemination of adequate knowledge on

student teachers by their lecturers so as to be well qualified by the time they find themselves in the classrooms.

Table 5

Item 6: Teaching Practice is very necessary for student teachers

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	46 (92%)	47 (94%)	41 (82%)
Disagreed	04 (8%)	03 (6%)	09 (18%)

Almost all the student teachers were of the opinions that teaching practice serves as internship like other related professions (medicine and law). 92% of PDE students, Degree students of 94% and 82% of NCE final year students all responded positively. It is in line with Durosaro (2008) view that all teachers must be professionally trained, certified and licensed for practice as obtained in other recognized profession. It gives them opportunities for the acquisition of necessary professional skills through practical experience.

Table 6

Item 7: Lecturers make use of lecture method always

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	40 (80%)	30 (60%)	41 (82%)
Disagreed	10 (20%)	20 (40%)	09 (18%)

The findings revealed that most lecturers of the PDE and NCE students were mostly using lecture method with 80% and 82% respectively. The Degree students responded 60% 'agreed' and 40% 'disagreed' to this item. Ofoefuna (1999) asserted that most teachings in our higher institutions are based on 'chalk and talk' method. New teaching methodologies should be exposed to our student teachers.

Table 7

Item 8: Usage of modern information technology gadgets have improved teaching-learning quality

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	47 (94%)	47 (94%)	44 (88%)
Disagreed	03 (6%)	03 (6%)	06 (12%)

The findings revealed that a high proportion of the student teachers with 94% (PDE), 94% (Degree) and 88% (NCE) agreed to the need for usage of modern information technology gadgets so as to attain a qualitative teaching-learning process. This is in line with the views of Obanya (1982) that the utilization of new educational media or new technology is rarely practiced or imbibed on our

student teachers rather than giving assignments to carry out investigations or make inquiries through internet facilities.

Table 8

Item 9: I would have preferred teaching to other jobs

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	35 (70%)	38 (76%)	47 (94%)
Disagreed	15 (30%)	12 (24%)	03 (6%)

The findings showed that NCE final year students responses (94%) outnumbered the other two (2) categories of (76%) Degree and 70% (PDE) students in preferring teaching to other jobs. Okemakinde et al (2013) remarked that teachers' welfare schemes though a bit much better than before still needs to be revisited with an improved condition of service to encourage job satisfaction and commitment.

Table 9

Item 10: School authority frowns at flouting school rules and regulations

<i>Responses</i>	<i>PDE (%)</i>	<i>Degree (%)</i>	<i>NCE (%)</i>
Agreed	46 (92%)	46 (92%)	44 (88%)
Disagreed	04 (8%)	04 (8%)	06 (12%)

The finding showed an awareness of most students to the necessity to keep to the laid down rules and regulations in the institution. With the trends of anti-social vices existing in most higher institutions, the student teachers were conscious of this fact that if they violate, then they would be subjected to punishment which may lead to rustication 92% (PDE), 92% (Degree) and 88% (NCE) all responded positively.

Conclusion

Conclusively, the findings have revealed that all teachers must be professionally trained, certified and licensed for practice as obtained in other recognized professions. It allows its members to be well respected and remunerated in the society. Lecturers of these student teachers attended to their lectures punctually and regularly as they are passing these virtues on their students. Library facilities and modern technology gadgets are indispensable in the modern world teaching-learning process. Student teachers that violate rules and regulations may be rusticated depending on their offences.

Recommendations for Future Prospects in Teaching Profession

- * Due to high unemployment rate of graduates produced in Nigeria, there is need for entrepreneurial skill programmes to be included in their curriculum. Lecturers have to impart on student teachers the skills that will lead to self employment after leaving school.
- * Most teacher trainees are finding it very difficult to cope with the high cost of education in our institutions of learning due to the economic recession in the country. Nigerian Government has to give education sector priority in its budgetary allocation.

- * Necessary school amenities have to be put in place to avoid overcrowded lecture halls or lecture rooms.
- * Teachers should be given the opportunity to handle their curriculum by themselves, not by Ministry officials or other personnel from other settings so as to avoid unnecessary ambiguity.
- * Lecturers of the teacher trainees have to meet up with modern trends of teaching methodologies thereby reducing the incidence of lecture method all the time. They have to be ICT compliant.
- * Improved welfare package is urgently needed for all the teachers with the inflationary situation in the country so as to encourage job satisfaction and job commitment.
- * Students are to be discouraged from engaging in anti-social vices like examination malpractice, drug addiction, raping and cultism. These are not good virtues from responsible teachers to be.

References

- Akindutire, I. O. and Ekundayo, H. T. (2012). *Teacher Education in a Democratic Nigeria: Challenges and the Way Forward*. [Http://222/interesjournal.org/ER](http://222/interesjournal.org/ER).
- Bamisaieye, O. A. (1999). *Autonomy in Teacher Education: Challenges for the Twenty-first Century in Teaching and Teacher Preparation in the 21st Century*. Ibadan: University of Ibadan Publications.
- Durosaro, D. O. (2008). *Teacher Education in Nigeria: Past, Present and Future Challenges*. Ilorin: University of Ilorin Publications.
- Fafunwa, A. B. (2004). *History of Education in Nigeria*. Ibadan: NPS Educational Publishers Ltd.
- Federal Republic of Nigeria (2008). *National Policy on Education*. Abuja Publications.
- Obanya, P.A.I. (1982). *Teaching and Cheating*. Ibadan: University of Ibadan, Inaugural Lecture.
- Ofoefuna, M. O. (1999). *Enhancing Teaching Through Instructional Technology A Challenge to Teacher Education in Nigeria*. Ibadan: University of Ibadan Publications.
- Okemakinde, T., Adewuyi, J. O. and Alabi, C. O. (2013). *The Place of Teacher in National Development in Nigeria*. [Http://creativecommons.org/license/by-nc/3.0/](http://creativecommons.org/license/by-nc/3.0/)
- Orenuga, O. A. (2009). *Sociology of Education*. Abeokuta: Godswill Prints.
- Orenuga, O. A. (2005). *Effective Ways of Improving the Teaching-Learning Process in Nigerian Primary Schools*. Abuja: Journal of OMEP, (1) (92-97).
- Orenuga, O. A. and Onabanjo, C. F. (2005). *Teacher Education in Nigeria and the Challenges of the 21st Century in Evolving Challenges in Nigeria's National Life The Way Forward*. Abeokuta: Goad Educational Publishers.
- Osokoya, I. O. (1987). *6-3-3-4 Education in Nigeria: History, Strategies, Issues and Problems*. Lagos: Bisinaike Publishers.